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An enormous gap exists between the number of professionally educated social workers that are needed and the number available; and further research is necessary to find the knowledge and skills needed for varying levels of social work. Professional education should be more intellectual and theoretical. By organizing it around the disciplines basic to its own systematic body of knowledge, it has a broad foundation and provides bridges to other fields. Study in the disciplines cognate to social work seems to be especially important in doctoral programs. Interprofessional collaboration is desirable and various structural devices have been employed to facilitate interdisciplinary and interprofessional teaching and research in some institutions. Social work education has been handicapped by 2 dominant characteristics a constraining allegiance to Freudian theory and a paucity of research on social welfare problems and education. If schools of social work wish to enjoy full university membership, they will have to increase research productivity and threrfore recruit a different kind of faculty. Research findings (summarized here) have contributed to our knowledge about the psychological attributes of people with strong intellectual interests and about differential recruitment to colleges and fields of study. In professional education, strong theoretical orientation should be balanced with applied research and training. Universities are already heavily involved in meeting social needs and, with the demands for more outside involvement, they must remember that their primary function is intellectual. (JS)

THE PROFESSIONAL SCHOOL AND THE UNIVERSITY

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THE PROFESSIONAL SCHOOL AND THE UNIVERSITY

Although I had had some inkling of the situation, of course, I have been shocked in reading for this paper by the acute shortage of social workers at all levels, professional, subprofessional, and technical. You are familiar with the basic facts, but let me remind you of some of them. In 1960 about 80 percent of 116,000 social welfare positions were filled by people who had not had graduate professional education, and probably most of them had not had any training in social welfare at all. The deficit in trained manpower is presumably as great or greater today. For example, there is about one professionally trained case worker to every 23,000 clients in public assistance.

It has been estimated that by 1970 the nation will need 44,500 professionally educated social workers for public assistance and public child welfare programs alone -- more than the output of all schools of social work for ten years. It has also been predicted that in the decade 1965-1975 a 50 percent increase in social workers would be needed just to maintain the level of service in effect at the beginning of that decade, inadequate as it was in many instances.[1/] The Bureau of Family Services has assumed that fully trained social workers would comprise only 22 percent of the case workers needed to staff public assistance agencies, and that the other 78 percent would have to receive their training through some other means.[2/]

1/ Pins, A. M., "The Number, Size, Output, and Programs of Schools of Social Work and the Need for Professional Manpower: Implications for Expansion of Graduate Social Work Education", pp. 27-54 in Social Work Education and Social Welfare Manpower: Present Realities and Future Imperatives. New York: Council on Social Work Education, 1965.

2/ French, D. G., Needed Research on Social Work Manpower. Washington, D.C.: U.S. Department of Health, Education and Welfare, 1964, p. I-20.

It is obvious that even if professionally trained staff is efficiently deployed in administrative and supervisory roles, welfare agencies face a virtual breakdown in providing effective services. No longer can either the profession, the university schools of social work, or other appropriate educational institutions justify their failure to produce a work force with progressive levels of education and competence.[1/] It is encouraging to note that one of the sessions of this conference will be devoted to guidelines for the development of undergraduate programs in social welfare. It is time for the Council to take aggressive leadership in making inroads on the enormous shortage of subprofessional and technical staff for the social services.

Other professions have faced this problem, although in some cases reluctantly and tardily. Although medicine now employs many technicians and is giving greater responsibility to nurses and social workers, it has only recently begun to consider the education and employment of a wider range of paramedical personnel. Nevertheless, President Johnson's National Advisory Commission on Health Manpower has reported that great increases in the productivity of health professionals have resulted mainly from greater use of ancillary personnel, and that a reallocation of Federal training funds doubled the expected output of such personnel in 1967.[2/]

Engineering probably makes the greatest use of ancillary staff. Henderson has noted that there are three levels of engineering training: the technician with the degree of Associate in Science or Engineering, the engineer with a baccalaureate degree, and the professional with a Masters or

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1/ French, D. G., ibid., p. I-14.

2/ Report of the National Advisory Committee on Health Manpower. Washington, D.C.: U.S. Government Printing Office, 1967, p. 23.

higher degree. He has suggested that a fourth level may be distinguished, namely, the holder of the doctorate educated and engaged in research and development.

It is increasingly recognized that a large body of workers with intermediate training is essential to take maximum advantage of the abilities of the limited number of persons with the highest levels of scientific and technological education, leadership, and imagination. The president of the Association of American Law Schools recently called for the training of a new and less advanced type of worker to aid professional lawyers to expand the scope of legal services to a larger proportion of the population. Surely the same sort of person is needed in social work. This field will become a profession in the fullest sense of the word when its most highly qualified personnel--scholars, administrators, and practitioners--can multiply their unique contributions many-fold through the greater body of subprofessionals.

In my judgment, the present widespread practice of confining undergraduate work to a broad program of liberal education with emphasis on the behavioral sciences, supplemented mainly by introductory courses on the profession of social work and a survey of the social services, is inadequate for the training of middle-level, or perhaps I should say, advanced middle-level personnel. These courses should be supplemented in a larger number of institutions by a limited program of professional training designed to enable the beginning welfare worker to develop an appropriate level of skill as expeditiously as possible under supervisory guidance and direction.[1/] On

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1/ See Mossman, Mereb E., "A Critical Look at the Current Status of Undergraduate Social Welfare Programs," pp. 1-12 in Recent Thoughts on Undergraduate Social Welfare Education. New York: Council on Social Work Education, 1964. Dean Mossman has proposed a program of research on appropriate training for first-level positions, or subprofessional practice, in social welfare.

many occasions I have inveighed against the undue vocationalization of undergraduate education and have stressed the importance of a liberal background and a broad disciplinary base for professional specialization. These to me are still articles of faith. But they do not keep me from supporting the position that certain kinds of institutions should provide a limited degree of undergraduate occupational education. Whether in social work this education should be given in universities under the auspices of the graduate professional schools or in other multipurpose institutions, or in both, is a problem for study and research. Your association should make an intensive study of the knowledge and skill needed for a wide range, and for varying levels, of social welfare and social work, and encourage appropriate educational institutions to provide the differentiated education necessary to man the needed services.

In proposing an expansion of undergraduate programs, I am well aware that the Aldridge and McGrath study found that the staff of schools of social work strongly believe that professional education should remain at the graduate level, and that most faculty members think that even for immediate employment an undergraduate social welfare major is not as effective preparation as a more general and liberal undergraduate program. But I am also aware that Aldridge and McGrath pointed out that, apart from the opinions of their respondents, there is little or no evidence concerning the best kind of undergraduate preparation either for graduate professional study or for the practice of social work.[1/]

1/ Aldridge, G.J. and McGrath, E.J., Liberal Education and Social Work. New York: Teachers College Press, 1965, p. 87.

Let me now turn more directly to professional social work education in the university. It has been said that the professional school ought not only to be in the university; it should be of the university. The advantage of university membership is both formal and informal, direct and indirect. Perhaps the greatest value is sharing in, and contributing to, the spirit of the university; the benefit arises from mutual enrichment, the subtle interpenetration of ideas, standards, orientations and interests. As Karl Jaspers has said, "The essence of the university is concerted yet unregimented activity, a life of diversity yet inspired by the ideal of wholeness, the cooperation yet independence of many disciplines."[1/]

The university's implicit standards of excellence are communicated to a great extent through informal channels. These standards include the concern for high quality, for exactness, for thoroughness, for the submission of hypotheses to rigorous test, for the free interchange and criticism of ideas. This is the spirit which presumably led Dr. Martin Meyerson, in his recent inaugural address as President of the State University of New York at Buffalo, to declare that, "We are committed to transforming professional education by making it more intellectual or reflective, by increasing its theoretical understanding, by engaging in more basic research, by sharpening methodology, by questioning accepted practices, and by training men and women who are flexible, civilized, and responsible." "Only in this way," Meyerson went on, "can we provide for true utility--not only to help the engineer, the communications specialist, the teacher, the business administrator, to be prepared to function as a professional ten and fifteen and twenty years

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1/ Jaspers, Karl, The Idea of the University (Karl W. Deutsch, editor). Boston: Beacon Press, 1959, p. 84.

from now, but to make him more responsive to the new tasks he is bound to be called upon to undertake by enlarging his understanding of the nature and origins and purposes of his calling and of the society which he serves."[1]

One of the ways of making professional education more intellectual and theoretical is to organize it squarely on the disciplines which are basic to its own systematic body of knowledge, and which not only give it a broader foundation but also provide its bridges to other fields of study and professional practice--bridges required both by the way in which knowledge develops and by the fact that the actual problems with which we have to cope never seem to come neatly wrapped by subjects or even by professional school boundaries.

Social work, like Education--I hope you won't mind the comparison--is essentially a derivative field of study. The processes of social work, like those of Education, involve a multitude of complex problems that deserve study and investigation in their own right and in their own form. This study and investigation may ultimately produce a significant body of systematic professional knowledge. This corpus of professional knowledge will be heavily in debt substantively and methodologically to a wide range of disciplines in the behavioral and biological sciences. This fact suggests--I think it requires--the graduate student in Education or social work to spend a sizeable block of his time in advanced courses in sociology, psychology, political science, or other cognate disciplines. I know what your objection will be, namely, that there is so much to be learned about social work that the student will not have time to get its foundations at

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1/ Meyerson, Martin, "Professions, Professors and Professing." Buffalo: State University of New York, May 29, 1967. Mimeographed.

the points of disciplinary origin. Therefore, it is necessary for schools of social work to select from relevant disciplines the concepts, theories, and methodologies that are significant for understanding and practicing social work and to organize them economically and systematically into a foundation component, even at the expense of duplicating much of what the student may have learned as an undergraduate or much that is offered in other graduate departments.

To this contention I would reply, first, that one should not be unduly concerned about some gaps in knowledge that the student might have by not taking tailor-made foundation courses and, second, that one should be willing to sacrifice a considerable part of the time now spent in field work practice or field instruction, as you now call it, to permit the student to study in cognate disciplines. Those of you who know me will not be surprised that I would willingly sacrifice field work. I have long believed that field work practice comprises much too great a part of the professional program. I do not believe that schools of social work should purport to turn out at the end of two years a graduate qualified to perform as a full-fledged professional. I would strengthen the student's university education and supplement it by an internship under the joint supervision of the agency and the professional school. I remember urging this at a previous meeting of this Council without winning any converts, and I assume that I shall be equally unsuccessful tonight.

Study in the disciplines cognate to social work seems to me to be especially important in doctoral programs. Even if graduate study leads to a so-called professional doctoral degree, e.g., Doctor of Social Work, most of the student's courses, in my judgment, should be taken outside the

school of social work. The particular pattern of course work and research might differ according to the fields of specialization or the particular objectives of the student. The pattern might also differ between programs leading to the professional doctoral degree and the Ph.D. In the latter instance the program might take the form of that adopted for the preparation of a "social worker-social scientist" at the University of Michigan. The purpose of this program, as I understand it, is to produce both a social worker and a sociologist, psychologist, or economist capable of studying social work problems in the theoretical context of the discipline and of contributing both to the social science and to social work through research.[1]

Just as today no professional school can function properly without recourse to the basic disciplines, it must as well provide for inter-professional collaboration. It has been said that "...the areas in which the drive toward professionalization has been strongest are those where social work has been operating in close relationship with other organized professions, as in medical hospitals or psychiatric clinics."[2] Sunderson has illustrated interprofessional collaboration in the university as follows:

> "Today, 90 per cent of the law schools have a medico-legal course; 91 per cent of the medical schools offer legal medicine. Much collaboration is required between medicine and engineering (bio-engineering), such as in perfecting devices that supplement the activity of the heart or that use high-frequency sound in surgery. Much of the training for agriculture today is training for large-scale management and thus similar to business administration. The term "environmental" suggests interrelationships. Note the shift in name from "sanitary engineering" to "environmental

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1/ Meyer, H. J., "Social Worker-Social Scientist," pp. 97-106 in Jeanette Regensburg (editor), Some Educational Patterns in Doctoral Programs in Schools of Social Work. New York: Council on Social Work Education, 1966.

2/ French, D. G., op. cit., p. I-8.

> engineering', or at Rutgers, the name 'College of Agriculture and Environmental Science', or at Berkeley, the inclusion of architecture in the 'College of Environmental Design'."1/

Today's professional school student must have a passport or visa which will permit him to move freely among the professional faculties of the university in his search for understanding and in his preparation for professional practice. The modern social worker inevitably finds himself involved with many other professionals in solving problems of both policy and practice. He can neither intellectualize professional problems nor make a long-range contribution to their solution without associating himself in manifold ways with professionals in the legal and health professions, education, urban planning and renewal, and other specialized callings. If professional education in any one of these fields is to be successful, it must touch many if not most of the others. The traditional isolation and independence of professional schools must give way to collaboration just as professionals have had increasingly to integrate their services. A recent writer on the sociology of the professions declared that, "The better the university professional school, the more likely it is to use resources from the other professional schools in the university and from all the other departments of basic knowledge in so far as they are relevant."2/

Various structural devices have been employed to facilitate interdisciplinary and interprofessional teaching and research.

1/ Henderson, A. D., "Innovations in Educating for the Professions." Berkeley: Center for Research and Development in Higher Education, University of California. (Mimeographed)

2/ Barber, Bernard, "Some Problems in the Sociology of the Professions," pp. 15-34 in K. S. Lynn et al. (editors), The Professions in America. Boston: Houghton Mifflin, 1965.

For example, the Health Center at the University of Florida reaches out to many other divisions of the institution. Staff members of the College of Medicine work closely with psychologists, speech pathologists, counseling psychologists, social workers, and other students and staff members in the behavioral sciences. Graduate students in the social sciences are encouraged to do research in the Health Center alongside graduate students in medicine.

At the University of Pittsburgh, professional schools have been grouped for purposes of administration. The health professions, including medicine, public health, nursing, dentistry, and pharmacy comprise one group; the social professions, that is, business administration, public administration, law, social work, library science, education, etc., constitute another group; and the faculties of engineering make a third cluster. Each of these groups is administered by a vice chancellor, each of whom is charged with the responsibility not only of developing the units under his own supervision, but also with encouraging closer relationships with other divisions.

One of the most recent organizational innovations is at the University of Buffalo, where the institution has been divided into seven faculties serving both undergraduates and graduates, and in several instances both basic disciplines and related professional schools. For example, the faculty of applied social sciences and administration includes both the professional schools of business administration and social welfare. Had it not been for local political and psychological considerations, which frequently supercede logical standards, the faculty of educational studies would also have been included in this faculty.

But in any case, while structures may facilitate interaction, they do not assure it. In the long run fruitful collaboration depends primarily on the attitudes and intellectual orientations of faculty members and administrative officers.

We may expect the faculty of a university professional school, certainly the staff of a graduate professional school in a major university, to be heavily engaged in research. Research is obviously essential to the development of a body of systematic professional knowledge, both theoretical and applied. I should think this would now be taken for granted, even in social work. Two of the members of your own group, at any rate, have testified as follows:

> "The facts, reports of experience, and concepts in a field contribute to its knowledge base only as they are used to develop relatively well-confirmed theory.... The actual work of research--analysis of systematic observations, formulation of theoretical generalizations, and testing of hypotheses deduced from theory--is an essential step for developing this kind of knowledge."1/

This quotation emphasizes the importance of empirically evaluating testable hypotheses of theoretical origin. The deductive process goes hand in hand with the inductive formulation of tentative generalizations from a growing body of empirical evidence, generalizations which are then submitted to investigation, verification, rejection, or revision. Without a rich body of empirical data and especially of research findings on major problems, professional study and practice will be intellectually impoverished.

1/ Taber, M. and Shapiro, Iris, "Social Work and Its Knowledge Base: A Content Analysis of the Periodical Literature," Social Work, Vol. X, pp. 100-106, October 1965.

Social work's poverty, I should think, might be especially ascribed to two dominant characteristics of social work education. The first is a constraining--even a crippling--allegiance to Freudian theory in one variant or another. Perhaps a new strain of professionals has emerged which is challenging traditional Freudian sovereignty over social case work. I should hope so, for the spirit of graduate-level professional education should by its very nature be critical and evaluative. The product should not be discipleship, but constructive skepticism.

Several years ago I was invited to serve as an outside participant in a conference on graduate work in psychiatry. I thought that in my comments I was simply underlining the obvious when I declared that graduate study should be critical, experimental, speculative, and doctrinally unfettered. After that session, several of the psychiatrists took me aside to declare that if they were all that unbelieving, they would be unable to treat their patients. My unsympathetic response was that as university scholars they should be concerned less with faith healing than the advancement of knowledge. I should be astonished if the enormous recent developments in socio-psycho-biological knowledge of human development did not make a good deal of Freudian theory and, for that matter, other kinds of theory obsolete. Much of what we have already discovered about the nature and outcomes of individual-environmental interaction has invalidated what I once learned in an advanced seminar in psycho-therapy and in a year's staff meetings at a university psychiatric hospital.

A second reason for the unsatisfactory state of knowledge and practice in social work is the sheer paucity of research on problems of social welfare and social work education. This statement hardly

needs documentation, yet one bit of supporting evidence may be recalled. Taber and Shapiro made a content analysis of articles published in three social work journals through 1963. Among the 124 articles sampled, only eight were research reports, six of which were termed "exploratory" research. In only one case was a theoretical hypothesis investigated, although four reports made some theoretical application of the findings. One might expect to find a substantial increase in reported research since 1963, and there are other avenues of publication than Tabor and Shapiro explored. But the total would almost certainly be unimpressive. Perhaps additional monographs supplementing the one on Needed Research on Social Work Manpower recently issued by the Department of Health, Education and Welfare would stimulate more research by social work faculties.

But if schools of social work wish to increase their research productivity significantly--and this they will have to do for full university membership--they will need to recruit a different kind of faculty. They now have too few staff members who possess the intellectual orientations or dispositions which characterize productive scholars. From investigations of the Institute for Personality Assessment and Research and the Center for Research and Development in Higher Education at Berkeley, we are learning more about the psychological attributes of people with strong, intrinsic intellectual interests and creative or potentially creative talents. We have also learned something about differential recruitment to colleges and universities, fields of study, and careers. I should like to summarize briefly some of these findings.

The Institute for Personality Assessment and Research has been engaged for some years in studying the characteristics of creative

mathematicians, architects, and research scientists. These groups possess in common high elevations on both the Theoretical and Aesthetic scales of the Allport-Vernon-Lindzey Study of Values, although the relative level on the two scales may vary from one field to another. The Institute has also been interested in ways in which colleges and universities may encourage creativity in students. MacKinnon recently made the following suggestions:

> "The college might...foster the creative potential of its students by offering a plentiful supply of diverse and effective models--teachers who are themselves effectively creative persons.
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> "But, more specifically, what is it that the instructor-models can offer that will nurture the creative potential of their students? For one thing, they can offer a deep appreciation of the theoretical and esthetic ways of thinking, for these, we find, are the two values most highly prized by outstandingly creative persons. A student is on firmer ground in dealing with facts and things than in grappling with theoretical concepts and issues, and many will be tempted to remain in such safe territory. But if their creative potential is to be realized, they must be encouraged to think abstractly and to concern themselves with concepts and issues construed in abstract and symbolic terms. In research, and especially in basic research, one must venture into the realm of abstract thinking....
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> "Although some have stressed the incompatibility and conflict of theoretical and esthetic interests, it would appear that he who would nurture creativity must foster a rich development of both, for the truly creative person is not satisfied with the solutions to his problems unless they are also esthetically pleasing, unless, to use the mathematicians' term, they are elegant. He demands of his work that it be simultaneously true and beautiful. The esthetic viewpoint permeates much of the work of the creative person, and it should find expression in the teaching of all skills, disciplines, and professions if creativity is to be nurtured."1/

The Center for Research and Development in Higher Education at Berkeley has found that some educational institutions, including certain

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1/ MacKinnon, D. W., "Education for Creativity: A Modern Myth?", pp. 1-20 in Paul Heist (editor), Education for Creativity: A Modern Myth. Berkeley: Center for Research and Development in Higher Education, University of California, 1967.

professional schools, attract many more students with the attributes of creativity and research aptitude than do others. Some time ago, Gee documented differential recruitment in the case of medical schools.[1] I have summarized some of the data for medical schools as follows:

> "It has been possible to identify clusters of similar medical schools on the basis of some of the characteristics of their senior students. For example, three medical schools, two of which, at least, are noted for the proportion of graduates who go into teaching and research, had comparable senior profiles on measures of theoretical and esthetic orientation. The students in these three schools possessed in common relatively high Theoretical scores and relatively high Aesthetic scores, both values considerably above the mean of college students in general, and Aesthetic scores considerably higher than those of seniors in the other medical schools studied.
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> "A second cluster of medical schools had seniors who had in common relatively high Theoretical scores but Aesthetic scores that approximated the average of college students in general. Still a third cluster was composed of schools in which the seniors still had relatively high Theoretical scores but whose Aesthetic scores were now well below the average of college students at large."[2]

Gee also found that there were differences in this combination of Aesthetic and Theoretical values among medical seniors planning to go into various specialties. She found that on the average, the values of medical graduates hoping to engage in teaching and research were essentially the same as those of the seniors in the first cluster of medical schools described above.

1/ Gee, H. H., "Differential Characteristics of Student Bodies--Implications for the Study of Medical Education," pp. 125-154 in McConnell, T. R. (editor), Selection and Educational Differentiation. Berkeley: Field Service Center and Center for the Study of Higher Education, University of California, 1959.

2/ McConnell, T. R., "Diversification in Higher Education," pp. 35-45 in Henry Chauncey (editor), Talks on American Education. New York: Teachers College, Columbia University, 1962.

The Center for Research and Development in Higher Education has been especially interested in the identification and measurement of characteristics which are sometimes described as non-intellective, but which are nevertheless related to intellectual functioning. Staff members have devised an inventory which includes, among others, scales of Thinking Introversion, Theoretical Orientation, Estheticism, Complexity, and Autonomy. Students with high scores on all of these scales would be characterized by an intrinsic interest in ideas, a tendency toward reflective and philosophical thought, esthetic sensitivity, tolerance for the ambiguous and unstructured, and a high degree of intellectual independence and personal autonomy. Dr. Paul Heist of the Berkeley Center has devised an index of intellectual disposition based on patterns of scores on these five scales. The index is comprised of eight categories ranging from one characterized by broad intellectual interests and a theoretical-esthetic orientation, to one reflecting little interest in ideas, even an anti-intellectual attitude, and a highly pragmatic orientation. He has compared the characteristics of students in a variety of institutions on his index. In one college, 22 per cent of the women fell in the three highest categories, but in another, 74 per cent were found at that level. In another study, 13 per cent of entering students at Berkeley were classified in the top three of the eight categories, while 56 per cent of the freshmen at Reed, a small, distinguished, highly selective liberal arts college to the north, were so categorized. So far, this index of intellectual disposition has not been used to differentiate students among various professional schools or various specialties in a broad profession. Presumably, however, evidence of differential recruitment

to professional schools and professional specialties, as well as to undergraduate institutions and specializations, would be discovered.

You might be interested in speculating on the extent to which schools of social work have attracted students in the higher categories of Heist's index. I'll take a chance. I should expect to find that these schools attract a very limited number of students with the characteristics of scholars and researchers. There are said to be a half dozen or so "intellectually oriented" schools of social work. It would be interesting to know whether these schools have succeeded in attracting students who are intellectually oriented according to the Heist index.

Heist, incidentally, has explored the intellectual orientation of dental students. He found that as a group these students had relatively high scores on the Theoretical scale of the AVL, and therefore might be said to have a cognitive, empirical, and possibly somewhat critical approach to knowledge and to professional practice. However, they had relatively low scores on the Aesthetic scale, which, Heist observed, argued against the possession of a genuine interest in scholarship and against ingenuity or creativity in intellectual behavior. "The whole profile," he wrote, "may be summed up as one that correlates positively with authoritarianism, with behavioral rigidity, and with an 'applied' and non-complex orientation toward learning." Heist did not have scores on our inventory for these dental students. However, he did have their scores on the Strong Vocational Interest Blank, and methods for analyzing Strong scores have been devised to produce a measure of intellectual disposition roughly comparable to Heist's index. This analysis revealed that only 11 per cent of the dental sample had an intellectual-abstract-theoretical orientation. The remainder had very strong applied interests

or dispositions. It is interesting that the students who fell in the intellectual-theoretical category were not equally distributed among the nine dental schools from which the sample was drawn. The relatively small number of students who possessed this disposition were concentrated in a limited number of institutions; some dental schools possessed practically none of them.

When one looks at the original pool of dental students from whom dental faculties are finally derived, he is not surprised at the paucity of research in dentistry. Dental faculties will include relatively few professionals who have the interests and intellectual orientations that characterize scholars and research scientists. Heist concluded that the very best pre-dental and dental education would not make provocative teachers and contributive researchers out of the vast majority of dental students, and that research personnel for some time to come will probably have to be sought from scientists outside dental school faculties. 1/

I suspect that the same situation obtains in social work education. Graduate schools of social work, as I said, probably attract relatively few potential scholars; their students are strongly motivated toward professional practice. Practicing social workers are the main source of faculty personnel. Somehow this circle must be broken. The schools must recruit a larger pool of intellectually and, one might hope, creatively disposed students, and also a very much larger number of faculty members who will not only be vigorously engaged in research, but who will infuse the educational program with the spirit of research. I am not unaware that many faculty members believe the development of

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1/ Heist, Paul, "Personality Characteristics of Dental Students," Educational Record, Vol. 41, pp. 240-252, July 1960.

affective or non-cognitive dispositions to be an important objective of social work education. One need not object to this goal if it is not stressed at the expense of vigorous intellectual activity, but if the attainment of non-cognitive outcomes requires faculty and students to sacrifice the values of scholarship and research, it will be a long time before social work becomes a major profession and before it exemplifies the intellectual spirit of the university.

It should be added that the recruitment of intellectual or research-oriented students and faculty must go together. Students and faculty members with common interests stimulate and enrich each other. MacKinnon has suggested that students and teachers should engage in research together:

> "...The professor can greatly encourage the development of the students' theoretical interests if he treats the student as a full collaborator in all phases of the research and most importantly in its conceptualization and planning or, even better, encourages the student to formulate his own problem and to design his own research. A professor of this type, one who places high value on theoretical issues, provides the student with a model with which he can identify, and, thus, gives him confidence to develop his own theoretical interests."1/

Because, as in dentistry, there is too small a pool from which research personnel may be drawn, schools of social work will have to secure a large proportion of their faculty members from contributory disciplines, especially the behavioral sciences. But such recruitment may also be desirable on other grounds. A school of social work, education, business administration, or criminology should attract social scientists to its faculty, not to give its own courses or seminars in sociology, psychology, or economics, but to use these disciplines in the investigation

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1/ MacKinnon, D. W., op. cit.

of professional problems. I have found from experience that it is difficult to find social scientists with a strong and continuing interest in education, and the same may well be true in social work and other professional fields. It has been suggested that persons who take a degree in social work and then proceed to the doctorate in one of the cognate fields may retain a strong commitment to professional education and so can leaven both teaching and research in social work.

Although I have stressed the importance of intrinsic intellectual interests and a strong theoretical-esthetic orientation, I do not disparage either applied research or a professional attitude. Neither do I wish to suggest that students with applied interests or pragmatic orientations are undesirable, or that applied science is unnecessary in our society. Man's welfare depends heavily on the utilization of his basic knowledge. It is an appropriate balance between theory and application that the modern professional school should cultivate. I have been told that some law schools concluded not long ago that they had moved much too far in the first direction and had really forgotten that they were not only educating legal scholars but also practicing lawyers. In restoring balance between scholarship and professional preparation some law schools, at least, have begun to appoint distinguished practicing lawyers to their faculties. These faculty members are likely to have had and to maintain close connections with the outside professional world, an association which should help to keep the academic community's interests and activities current and relevant and the profession's attitudes and activities more responsive to changes in fundamental knowledge.

It would obviously be abortive for the professional school to turn away from the world at the very moment the university is being asked to attack social ills directly. Corson recently asked what he called conscience-shaking questions:

> "Can a university be true to itself, let alone to the society that supports it, if, with the knowledge at its command or within its reach, it does not...accept responsibility for administering, through its medical school, programs that would alter the lives of crippled children? Or can a university, which has access to or can create knowledge that might lighten the social problems of our cities, be true to its purported beliefs if it does not collaborate with regional and municipal authorities in efforts to combat juvenile delinquency, reduce racial conflict, or renovate obsolete forms of local government?" 1/

Whatever the answer to these questions should be, it is obvious that the university could no longer withdraw to an ivory tower even if it wished to do so. It is in and of its society. Speaking of problems centering around poverty, the cities, and the Negro, Dr. John Gardner, the Secretary of Health, Education and Welfare, wrote recently that one would like to think that the universities had been the primary source of intellectual stimulation and enlightenment on these issues, that university people had played a key role in formulating public policy alternatives and in identifying the factual data and the values related to each alternative, and had conducted the research that had laid the basis for social action. 2/

One may readily agree that the university should lay the basis for social action, but it is not self-evident, I submit, that the university as an institution or that a professional school as a formal agent of the

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1/ Corson, J. J., "If Not the University?" Educational Record, Vol. 48, pp. 154-157, Spring 1967.

2/ Gardner, J. W., "Universities as Designers of the Future," Educational Record, Vol. 48, pp. 315-319, Fall 1967.

university should march into the market place, into the ghetto, or into the governmental arena at the head of the social and political forces dedicated to social action. Many students and not a few faculty members have become impatient with the university's traditional role of systematic intellectual analyst in the midst of poverty, discrimination, injustice, and denial of full freedom. These conditions, they say, demand action--not scholarly detachment. They assert that to change these conditions requires a crusade, not a trip to the library.

To some degree, it is academic to ask whether the universities should be engaged in direct social action. They are already heavily involved in countless ways. For example, the University of California organizes educational programs for disadvantaged youth of high school age in the hope of preparing them more effectively for college. The School of Education has united with the Oakland school district and the Oakland Redevelopment Agency in attacking problems of the Oakland ghetto. The School of Social Welfare, in cooperation with the Oakland Welfare Planning Council, has created and staffed a Center for Community Development. Many other illustrations of community involvement of schools of social work could be given. I understand that the Columbia University School of Social Work has taken over the social service department of one of the city's hospitals, and is operating it as a demonstration and learning center.

Again, the University of California aids the University of Chile in operating a network of regional colleges. It conducts vast research programs for governmental agencies. In the land-grant college tradition, it develops a new strain of tough-skinned tomatoes and invents the machinery to harvest them. Through their Experiment Stations and Extension Divisions, the

land-grant colleges and universities have over the years assumed a direct responsibility for vastly improving agricultural production and for reshaping the agricultural economy. They are now immersed in the process of revolutionizing agricultural technology.

The Ford Foundation recently announced grants of more than ten million dollars to four universities to work on the problems of American cities. Dr. Clark Kerr recently proposed that the nation and the states should establish 67 urban-grant universities to stand beside its 67 land-grant universities. The urban-grant university, as Kerr conceives it, would assume major responsibility for the totality of the city's educational system. The medical school, for example, would be at least as much involved with the health of the city as the land-grant university was with the health of the farmer's livestock.

These urban-grant institutions would help rebuild and run the cities; admit students, many of them from urban slums, who were committed to serve the city; and send out faculty members and researchers to show the people how to run better urban schools, hospitals, welfare and social agencies, police departments, and other community organizations. They would become the chief planners of the structural, cultural, and human architecture of the city.

Kerr would site such universities inside Watts, in the center of San Francisco, along the freeways of Los Angeles, and in the heart of the slums of New York, Chicago and Newark.

> "We need a new model," said Kerr. "None of the existing institutions can be held up as models. The problem is not just one of changing the old a little but of creating something new."

Chancellor Roger W. Heyns of Berkeley has quoted Frederick Jackson Turner, the eminent historian, to the effect that, "To clasp hands with the common life in order that it may lift that life, to be a radiant center in kindling the society in which it has its being, these are the primary duties of the university."

Chancellor Heyns warned, however, that in its effort to "clasp hands with the common life," the university must not betray its fundamental purpose: "To develop new truth for the society--a truth that is intellectual, not emotional or idealogical." And he added that, "At the same time the university must defend itself against those who would 'clasp hands' with it only in order to bind them, to make the university prison to a political interest--radical, conservative, or moderate."[1/]

Universities cannot perform any of their many important functions without maintaining full intellectual freedom. As the late Chancellor Capen of the University of Buffalo, one of the greatest champions and exponents of academic freedom, once said:

> "Acceptance by an institution of the principle of academic freedom implies that teachers in that institution are free to investigate any subject, no matter how much it may be hedged about by taboos; that they are free to make known the results of their investigation and their reflection by word of mouth or in writing, before their classes or elsewhere...no matter how mistaken they may appear to be in the eyes of members and friends of the institution....[2/]

1/ Heyns, R. W., "University Tradition and Social Change," address to the Commonwealth Club of California, November 12, 1965. (Mimeographed)

2/ Capen, S. P., The Management of Universities. Buffalo, New York: Foster and Stewart Publishing Corporation, 1953, pp. 25-26.

The university must courageously and uncompromisingly support students and faculty members in the exercise of their full rights of citizenship and assure them, as the University of California has now finally assured its faculty members and students, the rights of free speech and political advocacy. Furthermore, it must protect the right of students and faculty members as individuals, or the right of voluntary associations of students and faculty members, freely to engage in legal social action.

As he was outspoken in supporting academic freedom, Chancellor Capen was equally forthright in insisting that the university should abstain from partisanship. Again I quote him:

> "We are justified in asking immunity from the penalties which democratic societies inflict upon nonconformists only on one condition. That is, that we shall be partisans of no organized interest within the state, not even of the organized interest of education itself.... If society is to have faith in our loyalty to the cause of truth, it must never have occasion to suspect that that loyalty is divided."1/

Although Capen maintained that there is no human problem or condition, no issue or idea, which the university should not investigate if it chooses, he nevertheless probably would have recoiled from John Gardner's proposal that the university should provide strategies for the clarification of social values and the solution of society's problems, and much more from efforts to put those strategies into effect.

If one believes that the primary function of the university is intellectual, it is appropriate then to ask such questions as these: If the university becomes preoccupied with social action, will this lead it to compromise or, for all practical purposes, to abandon its

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1/ Capen, S. P., ibid., p. 54.

primary intellectual responsibility. If the university chooses to become a direct agent of social reform, may not all kinds of special interests try to make it their pawn? If it becomes politically partisan, may it not lose its freedom of choice among the activities it might pursue and, most significantly of all, may it not ultimately lose its intellectual freedom? If the university becomes politicized in one way, will it not become subservient to political pressures in many others? I find these questions deeply disturbing and difficult to answer. They are questions that professional schools, perhaps more than any other elements in the university, will face with increasing urgency and with far-reaching effect on the professions, the professional schools, and the university itself.

However schools of social work respond to these questions, they must be vigorously alert to present problems and future possibilities. The university's professional schools should never have to plead guilty

o the criticism which Gardner recently leveled at them, to wit:

> "...when one moves from the arena of scientific and technical problems to those problems involving change in human institutions, one cannot say that the universities are a significant intellectual base for the main attack. In fact, a good many university people whose fields should give them a legitimate interest in these matters barely understand what the relevant problems are. Many are debating policy alternatives left behind five years ago."1/

Neither should schools of social work have to plead guilty to what Cottrell called "the fatal tendency of the social welfare institutional complex...to develop a hardening of the arteries with a consequent inability

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1/ Gardner, J. W., op. cit.

to perceive the oncoming changes and to redefine goals and redeploy resources to meet the new condition."[1/]

Few professional schools could say that they have recognized the signs of the future. Except for the appendix by Burns on "Social Policy and the Social Work Curriculum," Boehm's Objectives of the Social Work Curriculum of the Future, Vol. 1, gave little inkling of the vast expansion of public welfare services that was soon to come, an expansion symbolized perhaps by the fact that more than half of the graduates of the Minnesota School of Social Work in 1967 took positions in public agencies. Faculty members, no less in the professional schools than in other departments, are today constantly in danger of suffering scholarly obsolescence. We should be leading rather than trailing the intellectual procession.

It has been said that professional social workers are frequently responsible for administering policies and regulations which they have had little or no share in formulating, and with which they may disagree. But your Council and your profession are increasingly making themselves heard on questions of public policy and on programs of public as well as private welfare. Let these voices speak with greater authority and confidence, the authority and confidence that the university inspires as a center of learning and research, and as a pervasive spiritual force in social advancement.

1/ Quoted in French, D. G., op. cit., p. I-15.